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ABSTRACT

The job position of medical specialist of special forces as performed in Russian is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Russian language requirements for medical specialist. The job tasks of the medical specialist use two communicative activities: "interviews" and "demonstrations." The language functions critical to communicative task performance are referenced in the TSOs and EOs. Following each TSO a mapping sheet is provided to direct the user to the materials that further define both the communicative activities and the Russian language necessary to accomplish those tasks. The EOs provide a detailed outline of each communicative activity required. (SW)

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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91B MEDICAL SPECIALIST SPECIAL FORCES (RUSSIAN)

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME X: 91B MEDICAL SPECIALIST SPECIAL FORCES (RUSSIAN)

Contract Monitor

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25 May 1979

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91B MEDICAL SPECIALIST

The Special Forces 91B Medical Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of some of his duties and tasks.

Language Requirements

The Special Forces 91B Medical Specialist uses language in face-to-face conversation for basic survival, social intercourse, instructing, and conducting sick call. Aside from immediate survival language, the capability to communicate as an instructor and advisor is paramount. As an instructor, the Medical Specialist must train members of the G Force in a number of medical tasks. In the role of advisor/doctor, the Medical Specialist conducts sick call.

Communicative Tasks

The priority job tasks requiring language are instructing G Force medical personnel in the life-saving steps, making an emergency airway, treating shock, bandaging and splinting, treating fractures, and conducting sick call. These job tasks use two communicative activities: "INTERVIEWS" and "DEMONSTRATES".

"INTERVIEWS" is the communicative activity used to conduct sick call. In the case of the Medical Specialist, the strategy for this medical "INTERVIEW" has been worked out in detail. Therefore, the Enabling Objectives (EOs) are placed within the TSO. This means that the EOs for conducting sick call are task-specific and are not applicable to other interview tasks. Task-specific EOs are recommended when the task is unique, follows a definite procedure, and the language can be comprehensively defined.

"DEMONSTRATES" is the communicative activity that forms the strategy for instructing the G Force medical personnel. The emphasis is "hands-on" training. The 91B Medical Specialist shows the G Force how to do it through a demonstration-performance training methodology.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and EOs. For those tasks employing "DEMONSTRATES", example elements in Russian are listed in the Russian Functions Catalog. For conducting sick call, the specific elements are listed on the TSO Worksheets.

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.3.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Advisor	The student in the role of an "ADVISOR" "INTERVIEWS" others in the Russian language in a face-to-face
Com Act	Interviews	situation on a group or individual basis by: (1) comprehending some of the most common medical complaints
Audience	Group/Individual	that are heard during a routine sick call, (2) making diagnoses of common ailments from descriptions of
Topics	Ailments	simulated "patients", and (3) recommending the appropriate treatment for each diagnosis for the purpose of
Purpose	Conduct sick call	conducting sick call.

CONDITIONS

PREPARATION TIME: 2 hours

Materials/Equipment: Sick call form, dictionary, list of medicines.

PERFORMANCE TIME: 15 min.

Materials/Equipment: pencil, paper, sick call form, medicines (simulated), dictionary.

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
X colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will conduct a "sick call" for 3 persons who suffer from different ailments. The student must determine the cause from verbal information and prescribe a treatment for each. For evaluation purposes, the student will write down all symptoms; the simulated patient will write down the treatment.

LPM INDICES

Functions	Vocabulary
X 1.0 Fact Info	__ military
X 2.0 Intell Att	X technical
__ 3.0 Emo Att	__ other ___
X 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

X-3

TSO No. 91B SF / C 3 01 / RU

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
BLANKET QUESTIONS 1. When did this start? 2. How long did it last? 3. How did this happen? 4. How often does this occur? 5. What was the treatment? 6. Can you tell me more about it?	EO C.3.01-1 The student will be able to ask the BLANKET QUESTIONS from memory and write down appropriate responses given by an instructor.	All key terms and vocabulary are given in the COMMENTS section. This scenario is designed to develop a "computer-like" facility with communication in a sick-call setting. Therefore, the language functions are also subsumed within the routine.	ОБЩИЕ ВОПРОСЫ 1. Когда это началось? 2. Сколько времени оно продолжалось ? 3. Как это случилось? 4. Как часто это случается? 5. От чего вы лечились? 6. Вы можете мне рассказать ещё что-нибудь об этом?
PAIN INDICES 1. Main site Show me where the pain is. 2. Radiation Does the pain radiate? Show me where. 3. Character Is the pain-sharp, knifelike? -dull, aching? -gnawing? -crushing, pressure?	EO C.3.01-2 The student will be able to ask each question from the PAIN INDICES and write down appropriate responses given by an instructor.	Vocabulary and Functions as applied to indices of performance are found in T.03 and T.04.	УКАЗАТЕЛИ БОЛИ 1. Главное расположение Покажите мне, где у вас болит. 2. Распространение Распространяется ли боль? Покажите мне где. 3. Признаки У вас боль внезапная, резкая? - тупая, ноющая? - грызущая? - удручающая?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
4. Severity Is the pain-mild? -severe? 5. Duration of pain How long does the pain last? 6. Frequency and periodicity How much time between episodes of pain? 7. Special times of occurrence Does the pain come at a certain time of the day/month/year? 8. Aggravating factors Is the pain worse when you-move? -breathe in? -breathe out? Is the pain worse when I push in or let go?			4. Тяжесть Боль лёгкая? - тяжёлая? 5. Длительность боли Как долго длится боль? 6. Возвратность и периодичность Как часто появляется боль? 7. Определённое время появления боли Появляется ли боль в определённое время дня, месяца или года? 8. Усугубляющие факторы Боли больше когда двигаетесь? - вдыхаете? - выдыхаете? Болит больше когда я нажимаю или отпускаю?

12

13

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
9. Relieving factors Does the pain go away when you -rest? -take medicine? -apply heat or cold?	EO C.3.01-3 The student will be able to ask questions on INITIAL CONTACT from memory and comprehend the vital statistics and affirmative and negative responses.		9. Облегчающие факторы Боль прекращается когда вы - отдыхаете? - принимаете лекарство? - прикладываете согревательный или охладительный компрессы?
Initial Contact Why are you here? What is your-name? -address? -age? -height? -weight? -blood type? When did the pain start? How did the pain start? (i.e., after a fall...)		Another opening could be: "How can I help you?" Both age and blood type can be difficult to obtain from the patient.	Первоначальное соприкосновение Почему вы здесь? Как ваше имя, отчество и фамилия? Как вас зовут? Какой ваш адрес? - ваш возраст? - ваш рост? - ваш вес? - ваш тип крови? Когда началась боль? Что причинило боль? т.е., падение

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Is the pain associated with -meals? -emotional tension? -fatigue? -coughing? -alcohol ingestion? -intercourse?			Связанна ли эта боль с - принятием пищи? - эмоционольно напряжённым состоянием? - усталостью? - кашлянием? - принятием спиртных напитков? - половыми сношениями?
Personal History Tell me about all other -illnesses. -hospitalizations you have had. -injuries. -broken bones. What is your occupation? Do you-drink alcohol? -smoke cigarettes?		EO C.3.01-4 The student will be able to ask the question on PERSONAL HISTORY and comprehend the essential medically related facts and affirmative and negative responses.	Личная медицинская история Расскажите мне о всех других - заболеваниях. - пребываниях в больнице. - повреждениях. - переломах костей. Кто вы по специальности? Вы пьёте спиртные напитки? Вы курите?

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Are your-parents alive or dead?			Ваши родители ещё живы или уже умерли?
-siblings alive or dead?			Ваши братья и сёстры все ещё живут?
What was the cause of death?			Что было причиной смерти?
Do you or any member of your family			Болели ли вы или члены вашей семьи
have a history of-tuberculosis?			когда-нибудь - туберкулёзом?
-headaches?			- головной болью?
-kidney disease?			- заболеванием почек?
-heart disease?			- заболеванием сердца?
-stroke?			- параличным ударом?
-diabetes mellitus?			- сахарным диабетом?
-mental illness?			- психическими заболеваниями?
-high blood pressure?			- повышеным давлением крови?
-cancer?			- раком?
-bleeding disorders?			- кровотечением?
-seizures?			- припадками?
-asthma?			- астмой?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Allergies Are you allergic to foods, drugs, fabrics, pollens? Tell me what your reaction is.	EO C.3.01-5 The student will be able to ask two questions on allergies and write down the responses.	Words like fabrics and pollens can be changed to: clothing plants	Аллергии Вы склонны к пищевой, лекарственной, тканевой или пыльцевой аллергиям? Скажите, какая у вас бывает реакция?
Current Medication Are you taking medicine now? What is the medicine you are taking? Why are you taking the medicine? How long have you been taking the medicine? How many pills do you take and how many times a day do you take them?	EO C.3.01-6 The student will be able to ask the questions on CURRENT MEDICATION and write down the responses.		Текущее лечение Вы принимаете какое-нибудь лекарство теперь? Какое лекарство вы принимаете? Почему вы принимаете это лекарство? Как долго вы принимаете это лекарство? Сколько пилюль вы принимаете, и сколько раз в день вы их принимаете?
General State of Health Are you fatigued-all the time? -only on exertion? Have you gained or lost weight recently? How many pounds?	EO C.3.01-7 The student will be able to ask the questions on GENERAL STATE OF HEALTH. Go to the BLANKET QUESTIONS when receiving an affirmative response.		Общее состояние здоровья Вы испытываете усталость - всё время? - только после напряжения? Вы прибавили или сбавили в весе за последнее время? Сколько килограммов?

x-9

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Is your appetite good or poor? Has it changed recently?			У вас аппетит хорош или плохой? Были ли какие-нибудь перемены в нём?
Have you had fever? How often do you have fever? When during the day do you have fever?			У вас была горячка? Как часто у вас бывает горячка? В какую пору дня у вас бывает горячка?
Have you had frequent infections? Where?			У вас бывали частые инфекции? Где?
Are you able to do the things you usually do during a normal day?			Вы можете делать всё то, что вы нормально делаете в течение обычного дня?
IF YES, GO TO BLANKET QUESTIONS.			ЕСЛИ ДА, ТО ОТВЕТЬТЕ НА "ОБЩИЕ ВОПРОСЫ".
Skin	EO C.3.01-8		Кожа
Do you have any skin-eruptions?	The student will be able to ask the questions on SKIN from memory and go to BLANKET QUESTIONS when receiving an affirmative response.		Есть ли у вас - высыпь на коже?
-rashes?			- сыпь на коже?
-itching?			- чесотка?
-pigmentation change?			- перемена пигмента?
-texture change?			- перемена строения кожи?
-temperature change?			- перемена температуры?
Have you had-hair loss?			Теряли ли вы когда-нибудь волосы?
-deformity or disorder of your nails?			Была ли у вас когда-нибудь деформация или расстройство ногтей?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
IF YES, GO TO BLANKET QUESTIONS.	EO C.3.01-9		ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
Head, Eyes, Ears, Nose, Throat-HEENT	The student will be able to ask the questions on HEENT from memory and go to PAIN INDEX OR BLANKET QUESTIONS according to the appropriate affirmative response.		Голова, Глаза, Уши, Нос, Горло - ГГУНГ
Do you have headaches?			У вас бывает боли головы?
IF YES, GO TO PAIN INDEX.			ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗ. БОЛИ.
Do you have-drainage from eye?			Ваши глаза дренажируются?
-sensitivity to light?			Вы чувствительны к свету?
-"black spots"?			Гывают у вас "чёрные пятна" в глазах?
-inability to focus?			Вам трудно помещать в фокусе?
Do you have-diminished hearing? Which ear?		If patient is basically uneducated diminished hearing may be too easily misunderstood. Use phrases like "are you hard of hearing?"	У вас повреждённый слух? В каком ухе?
-unusual noises in ear(s)?			В ушах бывает странный шум?
-drainage from ear(s)?			А из ушей течёт?
-sensitivity to loud noises?			Вы чувствительны к громкому шуму?
Do you have-diminished sense of smell?			Ваш нюх повреждён?
-unusual persistent smell?			У вас бывают странные постоянные запахи?
-nose bleeds?			У вас бывает кровотечение из носу?
-nasal obstruction?			У вас бывает носовая обструкция?
-unusual discharge from nose?			У вас бывают необыкновенные носовые выделения?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Do you have-sore throat?			Болит ли у вас горло?
-difficulty in swallowing?			Вам трудно глотать?
-difficulty in speech?			Вам трудно говорить?
-dental caries?			У вас зубная костоеда?
-bleeding or swelling gums?			У вас кровоточивые или опухлые дёсны?
-ill-fitting dentures?			У вас плохоприспособленный зубной протез?
-hoarseness?			У вас хрипота?
IF YES, GO TO BLANKET QUESTIONS.			ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
Respiratory	EO C.3.01-10		Дыхательный
Do you have-wheezing?	The student will be able to ask the questions on RESPIRATORY from memory and go to the PAIN INDEX when giving an affirmative response.		У вас свистящее дыхание?
-cough?			Вы кашляете?
-shortness of breath?			У вас одышка?
What precipitates this?			Какая причина этого?
Does your cough produce-pain?			Вызывает ли ваш кашель боль?
-sputum?			Вы отхаркиваете мокроту, когда кашляете?
What is the-color of the sputum?			Какого цвета мокрота?
-consistency			Какая плотность мокроты?
-odor			Какой запах мокроты?
-amount			Какое количество мокроты?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Does this occur at a specific time of day? Is your shortness of breath -only on exertion? -all the time? -worse at night? -waking you at night? Do you have to sleep propped on pillows? Do you have pain? (IF YES, GO TO PAIN INDEX.) IF YES, GO TO BLANKET QUESTIONS.			Это случается в определённое время дня? У вас одышка - только при напряжении? - всё время? - особенно ночью? - не даёт вам спать? Вы спите опираясь на подушки? У вас есть боль? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "УКАЗАТЕЛЮ БОЛИ". ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "ОБЩИМ ВОПРОСАМ"
<u>Cardiovascular</u> Do you have-chest pain? (IF YES, GO TO PAIN INDEX.) -palpitations? -pressure near heart? -heart murmur? -leg or ankle swelling? -high blood pressure?	EO C.3.01-11 The student will be able to ask from memory the questions on CARDIOVASCULAR and go to either PAIN INDEX or BLANKET QUESTIONS according to an appropriate affirmative response.		<u>Кардио-васкулярный</u> У вас болит грудь? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "УКАЗАТЕЛЮ БОЛИ". У вас сердцебиение? У вас давит около сердца? У вас шум в сердце? У вас опухоль ноги или лодыжки? У вас высокое давление крови?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
-history of blood clots, varicose veins? -cold sweats? -history of irregular (rapid or slow) pulse? Have you ever had an electrocardiogram (EKG)? IF YES, GO TO BLANKET QUESTIONS.		EKG is a possible deletion. It may be too sophisticated.	Болели ли вы когда-нибудь - закупоривающим тромбозом? - варикозными венами? Вас бросало когда-нибудь в холодный пот? Был ли у вас когда-нибудь нерегулярный (быстрый или вялый) пульс? Вам делали когда-нибудь электрокардиограмму? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "ОБЩИМ ВОПРОСАМ".
Gastrointestinal How is your appetite? What types of foods do you eat? When do you eat during the day? Are there some foods you cannot eat? Do you have any trouble with your bowels? Have you ever been jaundiced (skin turned yellow)?	EO C.3.01-12 The student will be able to ask the questions on GASTROINTESTINAL from memory and go to PAIN INDEX or BLANKET QUESTIONS when receiving an appropriate affirmative response.		Желудочно-кишечный Какой у вас аппетит? Какими видами пищи вы питаетесь? В котором часу вы кушаете днём? Какая еда вам не приемлема? Бывает у вас затруднение с испражнением? Вы болели жёлчностью когда-нибудь (пожелтевшая кожа)?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Do you have-abdominal pain?			У вас - брюшная боль?
-indigestion?			- несварение желудка?
IF YES, GO TO PAIN INDEX.			ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗАТЕЛЮ БОЛИ.
What gives relief?			Что вам даёт облегчение?
Have you been vomiting?			Вас рвало?
What-color is the vomitus?			Какого цвета рвота?
-consistency			Какой плотности рвота?
-amount			Какое количество рвоты?
Is the vomiting-projectile?			Рвота у вас - бурная?
-bloody?			- кровавая?
Have you ever-bled from the rectum?			Кровавили вы когда-нибудь из прямой кишки?
-had tarry, black stools?			У вас был когда-нибудь дёгтеобразный стул?
IF YES, GO TO BLANKET QUESTIONS.			ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
Gynecological	EO C.3.01-13		Гинекологический
At what age did your menstrual period begin?	The student will be able to ask the questions on GYNECOLOGICAL from memory and go to BLANKET QUESTIONS when receiving an affirmative response.		В каком возрасте началась ваша менструация?
How often do you have your period?			Как часто бывает у вас менструация?
How long does it last?			Как долго она длится?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Do you have-bleeding between periods?			Вы кровоточите между менструациями?
-pain between periods?			Бывают у вас боли между менструациями?
-bleeding with intercourse?			Вы кровоточите при половых сношениях?
-pain with intercourse?			Ощущаете вы боль при половых сношениях?
-vaginal discharge?			Бывают у вас влагалищные выделения?
What is the-color			Какого цвета влагалищные выделения?
-odor			Какого запаха влагалищные выделения?
-consistency			Какой плотности влагалищные выделения?
of the vaginal discharge?			
Does the discharge produce itching?			Вызывают ли эти выделения чесотку?
When was your last menstrual period?			Когда была у вас последняя менструация?
How many pregnancies have you had?			Сколько беременностей у вас было?
How many living children do you have?			Сколько из ваших детей ещё живут?
Do you have a history of toxemia?			Было когда-нибудь у вас отравление крови?
Have you ever had a Pap smear?		Pap smears are required by Soviet government for all females yearly.	Было когда-нибудь у вас проба на наличие маточно-шеечного рака?
IF YES, GO TO BLANKET QUESTIONS.			ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Genitourinary Do you have-difficulty with voiding? -pain or burning with voiding? -frequency of voiding? -urgency of voiding? -hesitancy of voiding? -voiding at night? -bleeding with voiding? -history of kidney stones? Have you had venereal disease? IF YES, GO TO BLANKET QUESTIONS.	EO C.3.01-14 The student will be able to ask the questions on GENITOURINARY from memory and go to BLANKET QUESTIONS when receiving an appropriate response.		Генито-мочевой (Мочеполовой) Вам трудно опорожнять мочевой пузырь? Вам больно или вас жжёт при выделении мочи? Вы часто опорожняете мочевой пузырь? Вы испытываете настоятельную необходимость мочиться? Вы испытываете нерешительность в мочеиспускании? Вы мочитесь ночью? У вас бывает кровавая моча? У вас была когда-нибудь мочекаменная болезнь? У вас была когда-нибудь венерическая болезнь? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
Musculoskeletal Do you have-muscle weakness? -joint stiffness? -pain? -swelling? -muscle cramps? -twitches or tremors? IF YES, GO TO BLANKET QUESTIONS.	EO C.3.01-15 The student will be able to ask the questions on MUSCULOSKELETAL from memory and go to BLANKET QUESTIONS when receiving an affirmative response.		Мускуло-скелетный У вас общая слабость мускулатуры? Вы страдаете от неподвижности суставов? У вас есть боли? У вас опухоль? У вас мускульные судороги? У вас подёргивание или дрожь? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

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TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Neuropsychiatric Do you have-dizziness? -seizures? -black outs? -tremors? -numbness? -increased feeling? -decreased feeling? -anxiety? -nervousness? -depression? -impaired memory? -confusion? IF YES, GO TO BLANKET QUESTIONS. Questions relating to orientation: What is the date/year? Where are you? What is your name?	EO C.3.01-16 The student will be able to ask the questions on NEUROPSYCHIATRIC from memeory and go to BLANKET QUESTIONS when receiving an affirmative response.		Невропсихиатрический У вас - головокружение? - приступы? - временная потеря сознания? - дрожь? - оцепенение? - повышенная чувствительность? - пониженная чувствительность? - беспокойство? - нервность? - депрессия (уныние)? - ослаблённая память? - растерянность замешательство ? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ. Вопросы относящиеся к ориентации: Какое сегодня число/год? Где вы находитесь? Как ваша фамилия, имя, отчество? Как вас зовут?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Lymphatic and Hematologic	EO C.3.01-17		Лимфатический и гематологический
Do you have-swollen glands?	The student will be able to ask the questions on LYMPHATIC AND HEMATOLOGIC from memory and go to BLANKET QUESTIONS when receiving an affirmative response.		У вас - напухшие железы?
-bleeding from body orifices?			- кровотечение из отверстий тела?
-increased bruising?			- повышенная восприимчивость к кровоподтёкам?
-anemia?			- малокровие?
-circumstance requiring blood transfusion?			У вас бывают обстоятельства требующие переливание крови?
IF YES, GO TO BLANKET QUESTIONS.			ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
Endocrine	EO C.3.01-18		Эндокринный
Does weather change affect you?	The student will be able to ask the questions on ENDOCRINE from memory and go to BLANKET QUESTIONS when receiving an affirmative response.		Перемена в погоде влияет на вас?
Do you have-history of thyroid disorder?			У вас бывали расстройства щитовидной железы?
-difficulty swallowing?			Вам больно глотать?
-increased nervousness?			У вас - повышенная нервность?
-sugar in your urine?		Sugar in urine or blood are determined by tests. This information is rarely known by the patient.	- сахар в моче?
-sugar in your blood?			- сахар в крови?
-increased thirst?			- повышенная жажда?
-craving for sweets?			Вы жаждите сластей?
-increased voiding?			У вас повышенное мочеиспускание?

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
-profuse perspiring, especially at night?			У вас обильные поты, особенно по ночам?
IF YES, GO TO BLANKET QUESTIONS.			ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
Treatments			Лечение
Medicine:	EO C.3.01-19		Лекарство:
Take this medicine-every day.	The student will be able to give instructions on proper TREATMENTS (medicines and diets) to the instructor or other designated person. The student will request the "patient" to repeat the instructions. He/she will check for comprehension.		Принимайте это лекарство - каждый день.
-every other day.			- через день.
-twice a day.			- два раза в день.
-three times a day.			- три раза в день.
-four times a day.			- четыре раза в день.
-every four hours.			- через четыре часа.
-every six hours.			- через шесть часов.
-every eight hours.			- через восемь часов.
-every twelve hours.			- через двенадцать часов.
-before meals.			- перед едой.
-after meals.			- после еды.
-with meals.			- вместе с едой.
-as needed (prn).			- если это нужно.

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
Place this tablet under your tongue.			Положите эту таблетку под язык.
Instill these drops in your-right eye.			Пускайте эти капли - в правый глаз.
-left eye.			- в левый глаз.
-right ear.			- в правое ухо.
-left ear.			- в левое ухо.
-nose.			- в нос.
Keep your eye closed with a patch.			Закройте ваш глаз повязкой.
Put this ointment in/on the affected area.			Намажьте этой мазью поражённое место.
Cleanse the area with-peroxide.			Дезинфицируй место- перекисем водорода.
-saline.			- физиологическим раствором.
-sterile water.		clean water: чистая вода	Очистите место стерильной водой.
Keep the area covered with a dry, sterile dressing.		clean: чистый	Накройте поражённое место сухой, стерильной повязкой.
Soak your-foot in warm water.			Помочите - ногу в тёплой воде.
-arm			- руку в тёплой воде.
-hand			- руку в тёплой воде.
-body part			- часть тела в тёплой воде.

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TASK SCENARIO	COMPLETE TERMINOLOGY	COMMENTS
Apply-heat to the area.	Поставьте горячий компресс на больное место.	Other High-Frequency Terms: / Другие высокочастотные Термины
-cold	- холодный компресс -	blood pressure- давление крови
Keep the area immobile.	Держите больное место неподвижно.	pulse- пульс
Exercise the area.	Упражняйте больное место	respirations- дыхание
Diet:	Диета:	temperature- температура
Follow this-restricted salt diet.	Соблюдайте эту - малосолевую - диету.	X-ray- рентген, снимок
-no salt	- бессолевую -	cast- гипс
-high protein	- высокобелковую -	sutures- шов, швы
-low cholesterol	- малохолестерольную -	blood test- проба на кровь
-bland	- успокаивающую -	
-restricted calorie	- голодную -	
-liquid	- жидкую -	
Restrict your fluid intake to ___cc's a day.	Ограничьтесь в приниманин жидкостей _____см в день.	Often patients will not know cholesterol or calorie.

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication

In the linguistic production aspect of this task, the principle function employed is:

Inquire About. The grammatical requirement implied by that function is facility with various types of questions. However, the requirements on receptive capacity of the job holder are much higher, although they do not appear in the scenario, since he/she must be able to understand and record the responses to his/her questions.

A second function is 4.6, directions/instructions/commands used primarily in EO C.3.01-19 TREATMENTS.

Crit	English	Target Language: RUSSIAN
/x/	abdominal pain	брюшная боль
/x/	address	адрес
/x/	age	возраст
/x/	aggravating factors	усугубляющие факторы
/x/	alcohol ingestion	принятие спиртных напитков
/x/	alive	живой
/x/	allergy	аллергия
/x/	amount	количество
/x/	anemia	малокровие
/x/	ankle	лодыжка
/x/	anxiety	беспокойство
/x/	appetite	аппетит
/x/	apply	прикладывать
/x/	asthma	астма
/x/	be treated	лечиться
/x/	black outs	временная потеря сознания
/x/	"black spot"	"чёрное пятно"
/x/	bland	успокаивающий
/x/	bleeding disorders	кровотечения

Crit	English	Target Language: RUSSIAN
/x/	blood	кровь
/x/	blood clot	закупоривающий тромбоз
/x/	blood test	проба на кровь
/x/	blood transfusion	переливание крови
/x/	blood type	тип крови
/x/	bloody	кровавый
/x/	body orifices	отверстия тела
/x/	bowels	стул
/x/	breathe in	вдыхать
/x/	breathe out	выдыхать
/x/	broken bone	перелом кости
/x/	bruising	восприимчивость
/x/	bruising	кровоподтёк
/x/	cancer	рак
/x/	cardiovascular	кардио-васкулярный
/x/	cast	гипс
/x/	cause of death	причина смерти
/x/	characteristics	признаки
/x/	chest	грудь

Crit	English	Target Language: RUSSIAN
X	children	дети
X	confusion	замешательство
X	cough	кашель
X	coughing	кашляние
X	cold compress	охладительный компресс
X	consistency	плотность
X	cold sweat	холодный пот
X	color	цвет
X	crushing	удручающий
X	current medication	текущее лечение
X	date	число
X	day	день
X	decreased	пониженный
X	deformity	деформация
X	dentures	зубной протез
X	depression	депрессия
X	diabetes	сахарный диабет
X	die	умирать, умереть
X	diet	диета

Crit	English	Target Language:
X	dizziness	головокружение
X	drug	лекарство
X	dull	тупой
X	duration	длительность
X	ear	ухо
X	ears	уши
X	electrocardiogram	электрокардиограмма
X	emotional tension	эмоционально напряжённое состояние
X	endocrine	эндокринный
X	every (4) hours	через четыре часа
X	exercise	упражнение
X	exertion	напряжение
X	eyes	глаза
X	fabric	тканевый, ткань
X	fatigue	усталость
X	feeling	чувствительность
X	fever	горячка
X	focus	фокус
X	food	пища

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Crit	English	Target Language: RUSSIAN
/x/	frequency	возвратность
/x/	gastrointestinal	желудочно-кишечный
/x/	general questions	общие вопросы
/x/	general state of health	общее состояние здоровья
/x/	genitourinary	генито-мочевой
/x/	gnawing	грызущий
/x/	gum	десна
/x/	gynecological	гинекологический
/x/	hair	волосы
/x/	hand	рука
/x/	happen	случаться
/x/	head	голова
/x/	headache	головная боль
/x/	heart disease	заболевание сердцем
/x/	height	рост
/x/	hematologic	гематологический
/x/	high blood pressure	высокое давление крови
/x/	high-protein	высокобелковый

Crit	English	Target Language: RUSSIAN
/x/	hoarseness	хрипота
/x/	hospitalization	пребывания в больнице
/x/	hot compress	согревательный компресс
/x/	illness	заболевание
/x/	immobile	неподвижный
/x/	impaired memory	ослабленная память
/x/	increased	повышенный
/x/	indicator	указатель
/x/	indigestion	неварение желудка
/x/	infection	инфекция
/x/	injury	повреждение
/x/	intercourse	половые сношения
/x/	itching	чесотка
/x/	jaundice	жёлчность
/x/	joint stiffness	неподвижность суставов
/x/	kidney disease	заболевание почек
/x/	kidney stones	мочекаменная болезнь
/x/	kilogram	килограмм
/x/	last	продолжать

Crit	English	Target Language: RUSSIAN
/x/	left eye	левый глаз
/x/	let go	отпускать
/x/	light	лёгкий
/x/	light	свет
/x/	liquid	жидкость
/x/	live	жить
/x/	low cholesterol	малохолестерольный
/x/	lymphatic	лимфатический
/x/	main	главный
/x/	meals	пища
/x/	medicine	лекарство
/x/	menstrual period	менструация
/x/	mental illness	психическое заболевание
/x/	month	месяц
/x/	muscle cramps	мускульные судороги
/x/	musculoskeletal	мускуло-скелетный
/x/	nail	ноготь
/x/	name (full)	имя, отчество, и фамилия
/x/	nervousness	нервность

Crit	English	Target Language: RUSSIAN
/x/	night	ночь
/x/	noise	шум
/x/	no-salt	бессолевой
/x/	nose	нос
/x/	nose bleed	кровотечение из носу
/x/	numbness	оцепенение
/x/	pain	боль
/x/	palpitations	сердцебиение
/x/	Pap smear	проба на наличие маточно-шеечного рака
/x/	parents	родители
/x/	periodicity	переодичность
/x/	personal medical history	личная медицинская история
/x/	peroxide	перекись
/x/	pill	пилюля, таблетка
/x/	pillow	подушка
/x/	pollen	пыльцевой, пыльца
/x/	pregnancy	беременность

Crit	English	Target Language: RUSSIAN
/x/	projectile (of vomit)	бурный
/x/	push in	нажимать
/x/	occupation	срециальность
/x/	odor	запах
/x/	radiation	распространение
/x/	rash	сыпь на коже
/x/	reaction	реакция
/x/	rectum	прямая кишка
/x/	relief	облегчение
/x/	relieving factors	облегчающие факторы
/x/	respiratory	дыхательный
/x/	rest	отдыхать
/x/	restricted calorie (diet)	голодная диета
/x/	right eye	правый глаз
/x/	saline	физиологический раствор
/x/	seizures	припадки
/x/	seizures	приступы

Crit	English	Target Language: RUSSIAN
/x/	severe	тяжёлый
/x/	severity	тяжесть
/x/	sharp	резкий
/x/	shortness of breath	одышка
/x/	siblings	братья и сестры
/x/	skin	кожа
/x/	skin eruption	высыпь на коже
/x/	smell (sense of)	нюх
/x/	smoke	курить
/x/	speak	говорить
/x/	special times	определённое время
/x/	sputum	мокрота
/x/	start	начинать
/x/	sterile dressing	стерильная перевязка
/x/	sterile water	стерильная вода
/x/	stroke	параличный удар
/x/	sudden	внезапный
/x/	sugar	сахар
/x/	sutures	шов, швы

Crit	English	Target Language: RUSSIAN
X	swallow	глотать
X	swelling	опухоль
X	swollen glands	напухшие железы
X	take medicine	принимать лекарство
X	tarry, black stool	дегтеобразный стул
X	tell, relate	рассказывать
X	temperature	темпаратура
X	temperature change	перемена темпаратура
X	texture change	перемена строения кожи
X	thirst	жажда
X	throat	горло
X	thyroid disorder	расстройство щитовидной железы
X	time(s) a day	раз в день
X	today	сегодня
X	tongue	язык
X	toxemia	отравление крови
X	treatment	лечение
X	tremors	дрожь
X	tuberculosis	туберкулёз

Crit	English	Target Language: RUSSIAN
X	twitches	подёргивание
X	urine	моча
X	vaginal discharge	влагалищные выделения
X	venereal disease	венерическая болезнь
X	void	мочиться
X	voiding	выделение мочи
X	voiding	мочеиспускание
X	vomit	рвота
X	weather	погода
X	weight	вес
X	wheezing	свистящее дыхание
X	X-ray	рентген
X	year	год
X	yellow skin	жёлтая кожа, пожелтевшая кожа

TSO Map

TSO 91B.SF / C.3.01 / RU

M.01

X-30

RECOMMENDED TRAINING SEQUENCE

(NA) 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- ☐ linear
- ☐ hierarchical
- ☒ solitary

PRIMARY DECISION FACTOR

- ☐ job criticality
- ☐ dependent relationship
- ☒ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Interview C.3 / 1-19

Functions Catalog: NA, See TSO 91B.SF/C.3.01/RU

Rolebooks: Advisor (Russian)

Special Vocabulary: See TSO 91B.SF/C.3.01/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "INTERVIEWS"

Nineteen (19) Enabling Objectives were specifically determined for this TSO. The interview routine for sick call is basically complete within itself. The EOs for this TSO are found in the Enabling Objectives Column of TSO 91B.SF/C.3.01/RU.

TERMINAL SKILL OBJECTIVE

No. 91B-SF / C.7.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS	STATEMENT
Role: Instructor	The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian Language in a face-to-face situation on a group or individual basis bandaging and splinting by: (1) describing the circumstances which call for bandaging and splinting and (2) demonstrating the proper procedures for bandaging and splinting simulated wounds using medical supplies and available splinting support materials for the purpose of training medical personnel.
Com Act: Demonstrates	
Audience: Group/Individual	
Topics: Bandages/Splints	
Purpose: Training medics	

CONDITIONS

PREPARATION TIME: 2 hours

Materials/Equipment: dictionary, technical terms, triangular bandages and splints, medical FM

PERFORMANCE TIME: 30 min.

Materials/Equipment: triangular bandages, splints, 1-5 persons acting as trainees

REGISTER

Speech	Print
x techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

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MacroSTANDARDS

DESCRIPTION The student demonstrates and has trainees participate in bandaging and splinting. The student will answer five questions during each phase of the demonstration - presentation, supervising, evaluating.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
__ 2.0 Intell Att	x technical
__ 3.0 Emo Att	x other medical
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
SPLINTS AND BANDAGES	лубки и перевязки	1.1 identify 1.2 state factual information	This scenario begins with the content required for the TSO starting with EO C.7-2.
I. Splinting and bandaging are the most common emergency treatments for injury.	наложение лубков перевязывание аварийное лечение повреждение лубки		
II. Splints			
A. Uses: Splints are used to immobilize areas of fractures and dislocations. This immobilization helps prevent further injury to the affected part.	делать неподвижным переломы вывихи лишение подвижности больное поражённое место		The student will begin with gaining attention, motivating, and stating the learning objectives as stipulated in EO C.7-1.
B. Types: Splints come in various commercial types. There are padded wooden and metal splints. There are also pneumatic plastic splints which can be blown up. Splints can be improvised from many things, such as baseball bats, rolled newspapers and magazines, and straight sticks.	деревянный металлический, пневматический лубки из пластики, надуты наскоро устроенный бейзбольная палка свёрток газет и журналов палки, прутья	1.1 identify 1.2 state factual information	*"Baseball bats" would be unrealistic in a normal UW environment.
C. Application of splints: *Spiinting may	накладывание, наложение		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
be done in different ways, depending on the body area affected.			
These are some general rules for splinting:			The student must be able to provide simple definitions for all medical terms, give examples and non-examples, and make comparisons when necessary.
1. If an open wound is present, cleanse it and apply a sterile/clean dressing and bandage before splinting.	открытая рана, очистить стерильная чистая перевязка бинт	4.6 directions/ instructions/ commands 4.5 warnings	
2. Splint the person where he lies-do not move him.	лежит двигать		
3. Pad all splints.	дать мягкую набивку		
4. Support the area above and below the injury and apply padded splint.	подпереть место выше повреждение, поражение		The student will combine the demonstration of splinting procedures along with the presentation of the "general rules for splinting." See EO C.7-3.
5. Splint in a natural body position if possible.			
6. Immobilize joints above and below the injury.	суставы		
7. Always check circulation.	кровообращение		

■ TSO

□ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Splinting an injury is most often an emergency measure. The person will need X-rays and further medical treatment.	аварийные мероприятия рентгены, снимки лечение у врача		
III. Bandages	перевязки		
A. Uses: Bandages are used to apply pressure to stop bleeding, prevent further contamination of an open wound, to hold dressings and splints firmly, immobilize an area or bring the edges of a wound together.	применить давление остановить кровотечение заражение открытая рана	1.1 identify 1.2 state factual information	The student will perform the steps in EO C.7-2 for providing explanation of bandaging.
B. Types: Bandages come in several commercial types. The most common types are rolled gauze, triangular bandage and adhesive bandages. "Butterfly" bandages hold the open wound edges together.	свёрнутая марля, трёхугольная перевязка, липкие пластыри, "бабочные" повязки	1.1 identify 1.2 state factual information	
C. Application of bandages:			During "application of bandages" the student will demonstrate the application of the various types of bandages according to EO C.7-3.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1. Pressure dressings are used to control bleeding. A sterile dressing (or whatever is available) is placed over the wound and secured firmly with a bandage. Caution should be taken that the wound edges are not forced apart by the pressure or the circulation impaired.	перевязка с давлением приостановить кровотечение стерильная перевязка прикрепить предосторожность повреждён	4.6 directions/ instructions/ commands 4.5 warnings	
2. Dressing and bandaging should be done only after the wound has been cleansed as well as possible.			
3. Do not cover an open wound with a bandage. The bandage should be used to secure a dressing.	вакрепить		
4. Bandages may be applied in many ways to splint or immobilize an area. The method depends on the body area. Ban-	привести место в неподвижность		

TSO No. 918.SF / C.7.01 / RU

NA 1 2 3 4 5 6 7 8 9 10

■ TSO

□ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
dages may splint by themselves (adhesive strapping) or secure commercial or improvised splints.	липкий пластырь	4.6 directions/ instructions/ commands	
	импровизированный		
5. Injury causes swelling. Always check circulation after bandaging is completed.	поражение опухоль проверить	4.5 warnings	The student will follow the steps in EO C.7-4 to supervise trainee performance. The student will follow the steps in EO C.7-5 to evaluate trainee performance.

LPM Functional Indices for "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communications
1.3 seek factual information	2.4.1 possibility	3.2.1 satisfaction	4.4 advice		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.5 warnings		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear	4.6 directions/ instructions/ commands		
	2.5.2 incapability	3.3.2 worry	4.7 corrections		
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.1 difficulty	3.10.1 importance			
	2.12.2 ease	3.10.2 unimportance/ indifference			
	2.13 belief/opinion				

Crit	English	Target Language: RUSSIAN
/x/	adhesive bandages	липкие пластыри
/x/	adhesive strapping	липкий пластырь
/x/	affected part	больное место
/x/	application	накладывание
/x/	apply pressure	применить давление
/x/	bandage	бинт
/x/	bandage	перевязка
/ /	baseball bats	бейзбольная палка
/x/	blown up	надутый
/x/	"butterfly" bandages	"бабочные" повязки
/x/	caution	предосторожность
/x/	check	проверить
/x/	circulation	кровообращение
/x/	contamination	заражение
/x/	dislocations	вывихи
/x/	emergency measures	аварийные меры
/x/	emergency treatment	аварийное лечение
/x/	fracture	перелом
/x/	immobilize	делать неподижным
/x/	immobilize an area	привести место в неподвижность
/x/	impaired	подреждённый
/x/	improvised	наскоро устроенный
/x/	improvised	импровизированный
/x/	injury	повреждение
/x/	injury	поражение
/x/	joints	суствы
/x/	lie	лежать
/x/	magazine	журнал
/x/	metal	металлический
/x/	move	двигать
/x/	newspaper	газета
/x/	open wound	открытая рана
/x/	pad	дать мягкую набивку
/x/	plastic splints	лубки из пластики
/x/	pneumatic	пневматический
/x/	rolled gauze	свёрнутая марля

LPM Vocabulary Indices for TSO No. 91B.SF / C.7.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
[X]	secure	закрепить	[ ]		
[X]	secure firmly	прикрепить	[ ]		
[X]	splint	лубок	[ ]		
[X]	sterile dressing	стерильная перевязка	[ ]		
[X]	stick	палка	[ ]		
[X]	stop bleeding	остановить кровотечение	[ ]		
[X]	swelling	опухоль	[ ]		
[X]	treatment	лечение	[ ]		
[X]	triangular bandage	трёхугольная перевязка	[ ]		
[X]	wooden	деревянный	[ ]		
[X]	X-ray	рентген	[ ]		
[ ]			[ ]		
[ ]			[ ]		
[ ]			[ ]		
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[ ]			[ ]		
[ ]			[ ]		
[ ]			[ ]		
[ ]			[ ]		

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TSO Map

TSO 91B.SF / C.7.01 / RU

M.01

X-40

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 (5) 6 7 8 9 10

SEQUENCE TYPE

- [X] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [X] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.01/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.02 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Demonstrates
Audience	Group/Individual
Topics	Fractures
Purpose	Training medics

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the procedures for treating fractures by: (1) identifying the signs that a fracture exists, (2) describing precautions to be taken with a fracture victim, and (3) demonstrating the steps in treating a fracture on a live model with a simulated fracture for the purpose of training medical specialists.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
3 hours	30 min.
Materials/Equipment: dictionary, technical terms, splints and bandages	Materials/Equipment: 1-5 persons acting as trainees, splints and bandages

REGISTER

Speech	Print
x techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will accomplish the task stated above in a classroom setting. After demonstrating the steps in treating a fracture, the student will observe others treating fractures and provide them with verbal guidance and feedback.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
__ 2.0 Intell Att	x technical
__ 3.0 Emo Att	x other medical
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	

See T.04

TSO No. 918.SF / C.7.02 / RU

■ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
FRACTURES	ПЕРЕЛОМЫ		
I. What is done initially to treat a person with fractures is very important. Good, efficient treatment can prevent serious complications.	переломы лечение осложнения	3.10.1 importance 1.1 identify 1.2 state factual information	This scenario begins with the content/ context required for this TSO starting with EO C.7-2.
II. Fractures are most commonly associated with the long bones (legs, arms) but any bone may fracture.	нога рука кость		The student will begin the demonstration communication activity by gaining attention, motivating, and stating the learning objectives as stipulated in EO C.7-1.
III. The ideal way to diagnose fractures is by X-ray. When X-ray is not available, visual and tactile diagnosis can be made.	рентген		
IV. Types of fractures are grouped under two main categories-closed fractures and open fractures.	закрытый перелом и открытый перелом	1.1 identify 1.2 state factual information	
A. Closed fractures are breaks in a bone not associated with an open wound.			
B. Open fractures are breaks in a bone with a break in the skin. This fracture may also be called compound.	кожа сложный		

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
C. Open or closed fractures may be further classified:			
1. A greenstick fracture occurs if the bone is not broken through. This is common in children.	дети	1.1 identify 1.2 state factual information	The student must be able to provide simple definitions for each medical term, give examples and non-examples, and make comparisons.
2. A fissure fracture occurs is there is little or no separation of the broken ends.	надлом		
3. Oblique fractures occur if the bone breaks diagonally.	косой перелом		
4. Transverse fractures occur if the bone breaks at right angles to the bone's length.	поперечный перелом		
5. Impacted fractures occur if the bone ends are jammed together.	вколоченный перелом		
6. Overriding fractures occur if the bone ends slip past each other.			

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
7. Displaced fractures occur if the bone ends separate completely.	перемещённый перелом		
8. Pathologic fractures may occur without warning in a diseased bone.	патологический перелом		
9. Stress fractures are due to overuse of the bone.			
V. Cause of fractures	причина	1.1 identify 1.2 state factual information	
A. Fractures may be caused by:			
1. A direct blow			
2. Opposing forces bending it beyond the breaking point			
3. A crushing blow			
4. Muscle action alone			
B. Ask the person or witness(es) "How did this happen?"			
VI. Skull fractures	черепной перелом	1.1 identify 1.2 state factual information	
A. Skull fractures have different classifi-			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
cations because of the shape of the head.			
1. Depressed fractures displace bone pieces upward into the brain.			
2. Linear fractures are single lines of fracture without bone displacement.	линейный перелом		
B. Skull fractures are caused by:		1.1 identify 1.2 state factual information	
1. A direct blow to the head	голова		
2. Crushing the head between two objects			
3. Hitting the head against a stationary object			
VII. Things to remember:		2.3.1 remembering 4.6 directions/ instructions/ commands	
A. One fracture is often accompanied by another.			
B. Generally, if a person can move the limb spontaneously, there is no serious fracture.			
C. Try to assess the fracture quickly. The			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
pain is generally less in the first few minutes. You can assess the movement and feel the broken bone ends grating in the brief period before swelling occurs.	переломанная кость		
VIII. Signs and symptoms of fractures	признаки и симптомы		
A. The person feels or hears something "pop."		1.1 identify 1.2 state factual information	
B. There is considerable pain and swelling at the fracture site in most cases.	боль и опухоль		
C. To a degree, there may be loss of function in the affected area.			
D. There may be a "grating" sensation.			
E. The bone may protrude through the skin.	кость кожа		
F. The limb may be in an unnatural position or shortened.			
G. With skull fractures, there may be bleeding from the ears, nose, mouth.	черепной перелом уши, нос, рот		
H. With skull fractures, there may be changes			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
in consciousness.			
IX. Treatment of fractures	лечение	4.6 directions/ instructions. commands 4.5 warnings	The student will demonstrate on a live model the procedures in the treatment of fractures according to the steps in EO C.7-3.
A. Hold the area immobile while assessing.	неподвижно		
B. Do not change the person's position or allow him to move until the injuries are assessed.	поражение		
C. Except in extreme emergencies, do not move the person until fractures are immobilized. Transport him only either lying flat or with shoulders slightly raised.			
D. Cleanse any open wounds and apply sterile or clean bandage.	стерильный перевязка		
E. Place the injured area in a natural position. Support each side and apply a padded splint.	лубок		
F. Splinting should be done initially.	наложение лубка		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Later the person should be X-rayed and casted.	просвечивать рентгеновскими лучами		
X. Complications	осложнения		
A. Never apply a cast at first! This can result in damage to tissue, muscle, nerve, blood vessel, or joints. If the cast is left on, malunion and non-union of the bone can occur.	ткань, мускул, нерв, сосуд, суставы злосоединение несоединение	4.5 warnings 4.6 directions/ instructions/ commands	
B. A dirty, contaminated wound can cause infection.	грязный рана		
C. Shock may occur from extensive injuries or bleeding.	шок поражение кровотечение		
D. In the case of skull fracture, coma may occur.	кома		
STRAINS, SPRAINS, AND DISLOCATION	растяжения, растяжения, и вывихи	1.1 identify 1.2 state factual information	The student will provide explanation for strains, locations according to the steps in EO C.7-2.
I. Strains	растяжения		
A. A strain is a rupture in a muscle or the	разрыв мускула		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
tendon that bends it to the bone.	сухожилие	1.1 identify 1.2 state factual information	
B. The signs and symptoms of strains are pain, tenderness, local distortion, and often, muscle spasm. There is no displacement or "grating" sensation.	боль, уязвимое место спазма		
C. Violent, unexpected movement may cause a strain.			
D. Resting and splinting (immobilizing) the affected area is the best immediate treatment. Heat is often applied to back strains to relieve muscle spasms. Cold compresses are often applied to leg strains to reduce swelling	наложение лубка горячий компресс холодный компресс		The student will demonstrate on a live model the procedures for treating strains according to EO C.7-3.
II. Sprains	растяжения	1.1 identify 1.2 state factual information	The student will follow the steps in EO C.7-2 to provide an explanation of sprains.
A. Sprains are tears in the ligaments and tendons which bend and stabilize the	связка сухожилие		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
joints. Sprain fractures occur if a small piece of bone is pulled off by the sprain.	сустав		
B. The signs and symptoms of a sprain are severe pain, tenderness in the area, loss of function of the affected part, swelling and ecchymosis (black and blue). The person can tolerate some passive motion and there is no "grating" sensation.	признаки и симптомы	1.1 identify 1.2 state factual information	
C. Sprains are caused by a sudden wrench or twist.			
D. Immediate treatment of sprains is aimed at reducing swelling and minimizing tissue damage. Rest and elevate the affected area whenever possible. Cold compresses may be applied to reduce swelling. Immobilize the area by	лечение растяжение опухоль поражение ткани холодный компресс	4.6 directions/ instructions/ commands	The student will perform according to EO C.7-3 to demonstrate the treatment of sprains.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
splinting or strapping.			
III. Dislocations	вывихи		
A. Dislocation occurs when one bone is displaced from another at the joint. The bone slips out of the socket.	кость сустав	1.1 identify 1.2 state factual information	The student will perform according to EO C.7-2 to provide adequate explanation of dislocations.
B. The signs and symptoms of a dislocation are swelling, loss of function of the affected part, unnatural shape of the joint, disparity in length of the limbs, and severe pain. Since these symptoms are so like those of fractures, X-ray is the most positive form of diagnosis.		1.1 identify 1.2 state factual information	
C. Dislocations are caused by a twisting force applied to the bone near the joint, sudden spastic muscular contractions, or force transmitted directly to the joint caused by a fall.		1.1 identify 1.2 state factual information	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
D. Immediate treatment should be immobilization. Dislocations can be reduced, but require trained personnel. Reducing a dislocation improperly can cause further damage to the joint.	приведение в неподвижность вывихи	4.6 directions/ instructions/ commands 2.4.1 possibility	The student will follow the steps in EO C.7-3 to demonstrate the proper treatment of dislocations. The student will supervise trainee performance according to EO C.7-4. The student will evaluate trainee performance according to EO C.7-5.

LPM Functional Indices for "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communications
1.3 seek factual information	2.4.1 possibility	3.2.1 satisfaction	4.4 advice		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.5 warnings		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear	4.6 directions/ instructions/ commands		
	2.5.2 incapability	3.3.2 worry	4.7 corrections		
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.1 difficulty	3.10.1 importance			
	2.12.2 ease	3.10.2 unimportance/ indifference			
	2.13 belief/opinion				

Crit	English	Target Language: RUSSIAN
/x/	air-filled splints	надувные лубки
/x/	analgesics	болеутоляющие
/x/	ankle	лодыжка
/x/	apply a dressing	поставить перевязку
/x/	apply a dressing	накладывать повязку
/x/	arm wound	ранение в руку
/x/	arterial damage	поражение артерий
/x/	back injury	поражение спины, травма спины
/x/	back injury	поражение спинного хребта
/x/	backbone fracture	перелом позвоночника
/x/	bad leg	поражённая нога
/x/	bandage	перевязка, повязка, бинт
/x/	bandage	перевязывать, бинтовать
/x/	bandaging	перевязка
/x/	baseball bats	бейсбольные дубины
/x/	belt	пояс, боевой ремень
/x/	bind	связывать
/x/	blood flow	кровотечение
/x/	board splints	лубки из доски

Crit	English	Target Language:
/x/	break in the skin	разрыв кожи
/x/	broken arms	переломанные руки, руки с переломом
/x/	broken elbows	переломанные локти
/x/	broken jaw	перелом челюсти
/x/	broken leg	переломанная нога
/x/	cane	тростник, палка
/x/	casualty	поражённый, заболевший
/x/	chest wound	ранение в грудь
/x/	circulation	циркуляция, кровообращение
/x/	closed fracture	закрытый перелом
/x/	color change	изменение цвета
/x/	complications	осложнения
/x/	control bleeding	остановить кровотечение
/x/	cravat	галстук, шарф
/x/	determine	устанавливать
/x/	determine	определять
/x/	diagnose	ставить диагноз
/x/	dislocated shoulder	вывихнутое плечо
/x/	dislocations	вывихи

Crit	English	Target Language: RUSSIAN
/x/	door	дверь
/x/	dress	перевязызать
/x/	elbow wound	ранение в локоть
/x/	emergency field dressing	запасные полевые повязки
/x/	exposed (uncovered)	обнажённый
/x/	field dressing	полевая перевязка
/x/	fingers	пальцы на руке
/x/	foot	нога
/x/	foot wound	ранение в ногу
/x/	fracture	вызывать перелом, раздробляться
/x/	fractures	переломы
/x/	good leg	неповреждённая нога
/x/	hand wound	ранение в руку
/x/	head wound	головная рана
/x/	hemorrhagic shock	геморрагический шок
/x/	hip wound	ранение в бедро
/x/	immobilize	привести в неподвижность
/x/	immobilize joints	наложить лубок на суставы

Crit	English	Target Language: RUSSIAN
/x/	improvised splints	лубки из подручных материалов
/x/	improvised splints	импровизированные лубки
/x/	infection	заражение
/x/	injury	поражение, травма
/x/	joints	суставы
/x/	knee wound	ранение в колено
/x/	ladder	лесница
/x/	leg wound	ранение в ногу
/x/	lessen the pain	уменьшать боль
/x/	loss of blood	потеря крови
/x/	loss of feeling	потеря чувствительности
/x/	malunion	злосоединение
/x/	muscle	мускул
/x/	nerve	нерв
/x/	nerve damage	поражение нервов
/x/	never heals	никогда не заживает
/x/	nonunion	несоединение
/x/	observation	наблюдение
/x/	open fracture	открытый перелом

Crit	English	Target Language: RUSSIAN
/x/	pad	подкладывать что-либо мягкое
/x/	pain	боль, боли
/x/	permanent damage	необратимое поражение
/x/	pillow	подушка
/x/	prevent contamination	недопустить заражения раны
/x/	pulse	пульс
/x/	restrict	ограничивать
/x/	secure	закрепить
/x/	signs and symptoms	признаки и симптомы
/x/	simple fracture	простой перелом
/x/	site of injury	место поражения
/x/	shock	шок
/x/	shoulder wound	ранение в плечо
/x/	splint	лубок, тутор
/x/	splint	накладывать лубок
/x/	splinting	наложение лубка
/x/	sprain	растянуть
/x/	sprains	растяжения

Crit	English	Target Language: RUSSIAN
/x/	sterile	стерильный
/x/	sterile dressing	стерильная перевязка
/x/	sterile gauze pads	срерилизованная марля
/x/	tape	тесьма
/x/	tightly rolled up newspapers	тесная скатка газет
/x/	tissue	ткань
/x/	tissue injury	поражение ткани
/x/	toes	пальцы на ноге
/x/	Thomas leg splint	ножные лубки "ТОМАСА"
/x/	traction splints	тяговые лубки
/x/	treat	лечить
/x/	treatment	лечение
/x/	treatment of dislocation	лечение вывихов
/x/	treatment of fractures	лечение переломов
/x/	treatment of sprains	лечение раэтяжений
/x/	triangular bandages	трёхугольные перевязки

LPM Vocabulary Indices for TSO No. 91B.SF / C.7.02 / RU

Crit	English	Target Language: RUSSIAN
☒	umbrellas	зонты
☒	vessel	сосуд
☒	vessel damage	поражение сосудов
☒	wide board	широкая доска
☒	wire-ladder splints	лубки из проволоки
☒	wound	рана, ранение
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Crit	English	Target Language:
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TSO Map

TSO 91B.SF / C.7.02 / RU

M.01

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RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 (4) 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.02/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.03 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Instructor	The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face
Com Act	Demonstrates	situation on a group or individual basis the treatment of shock by: (1) identifying the symptoms of shock,
Audience	Group/Individual	(2) naming the precautions to be observed for a person in shock, and (3) demonstrating on a live model the
Topics	Shock	procedures to be followed when shock symptoms exist for the purpose of training medical specialists.
Purpose	Training medics	

CONDITIONS

PREPARATION TIME: 3 hours

PERFORMANCE TIME: 30 min.

Materials/Equipment: dictionary, technical terms, medical FM

Materials/Equipment: 1-5 persons acting as trainee(s)

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
__ colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present the "lesson" on shock, and answer 15 questions on shock. Two questions will be asked during the presentation, five questions during the student performace, and five questions during evaluation.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
__ 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

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TSO No. 91B.SF / C.7.03 / RU

■ TSO

☐ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
SHOCK	ШОК		
I. Shock may occur with many conditions both traumatic and non-traumatic		1.2 state factual information	The student will gain attention, motivate, and state the lesson objectives according to EO C.7-1.
A. Traumatic shock	травматический и нетравматический		
1. Severe bleeding produces shock by reducing the body's blood volume.	профузное кровотечение	1.1 identify 1.2 state factual information	This scenario starts with the content required in EO C.7-2.
2. Severe burns cause shock in the same way.	глубокий ожог		
3. Electric shock may be caused by commercial electricity or lightning. It may cause the heart to twitch (fibrillate) so it cannot pump and circulation fails.	электрический молния подёргивать, подёргать	2.4.1 possibility	The student must be able to give simple definitions of medical terms, provide examples and non-examples, and make comparisons when necessary.
B. Non-traumatic shock			
1. Overwhelming infection (sepsis) can cause shock when the infection invades the bloodstream.	подавляющее заражение (сепсис) кровеносные сосуды	2.4.1 possibility	*The five questions asked during the presentation (EO C.7-2) will be requests for explanation of a medical term.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
2. Anaphylactic shock occurs when the body reacts extremely to a foreign substance (i.e., bee sting, certain medicines, certain foods). Anaphylactic shock can cause death if measures are not taken immediately.	анафилактический шок меры	1.2 state factual information 4.5 warning	
II. Symptoms of shock	симптомы (признаки) шока		
A. Always treat a badly injured person for shock even if symptoms aren't present.	тяжело раненый	1.1 identify 1.2 state factual information	
B. Any or all symptoms of shock may be apparent immediately or may occur gradually.			
C. The symptoms of shock are:			
1. weakness	слабость		
2. faintness	дурнота		
3. mental sluggishness	умственная вялость		
4. dreaminess	мечтательность		
5. semiconsciousness or unconsciousness	полубессознательность или бессознательность		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
6. The person may also be anxious and restless.	беспокойный неугомонный	2.4.1 possibility	
7. The person's face may be drawn, pale ("ashy," if a black) or bluish.	лицо бледное синеватый	2.4.1 possibility	
8. The person's eyes may become vacant and dull with dilated pupils	глаза тусклый расширенные зрачки	2.4.1 possibility	
9. The person's breathing may be shallow, rapid, or irregular.	дыхание поверхностное, учащённое, неправильное	2.4.1 possibility	
10. The person's skin may be cold, moist, clammy.	кожа, холодная влажная, липкая	2.4.1 possibility	
11. The person may complain of nausea or thirst.	жаловаться тошнота или жажда	2.4.1 possibility	
12. The person may vomit.	извергать	2.4.1 possibility	
13. The person's pulse may be weak, soft, and rapid.	пульс, слабый мягкий, быстрый	2.4.1 possibility	
14. The person's blood pressure may be low.	кровяное давление пониженное	2.4.1 possibility	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Anaphylactic shock produces		1.2 state factual information	
1. lung congestion	закупорка лёгких		
2. mottled blue skin	испещрённая синяя кожа		
3. severe coughing	сильный кашель		
4. shortness of breath	одышка (диспноэ)		
5. severe headache	сильная боль головы		
In septic shock, the first symptom may be a severe, shaking chill. It is followed by a rapid increase in temperature.	септический шок холодовая дрожь повышение температуры		
III. Treatment of shock	лечение от шока		
A. Be sure the person is in shock or has the potential for shock before treating. Treating a person for shock who actually has had a heart attack can be life-threatening.	сердечный припадок жизнеугрожающий	4.6 directions/ instructions/ commands 4.5 warnings	The student may use the live model to demonstrate "treatment of shock." The student will use EO C.7-3 to present the remainder of this scenario.
B. Do not move the person unless absolutely necessary.	необходимо	4.5 warnings	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
C. If the person is up, have him lie down.	ложиться	4.6 directions/ instructions/ commands	
1. If the shock is complicated by many injuries, it is best to leave the person completely flat. If the person has a head injury, also keep him flat.	осложнён поражения распростёртый во всю длину поражение головы		
2. If you are sure the person suffers from uncomplicated shock, position him with his head and back flat and legs elevated.	страдать, пострадать голова и спина ноги поднятые	4.6 directions/ instructions/ commands	
3. If the person is having trouble breathing, position him with his head and chest elevated and legs flat.	затруднение дышать грудная клетка	4.6 directions/ instructions/ commands	
4. If there is bleeding and/or drainage from the mouth, elevate the head and chest slightly. Position the person on his side to	кровотечение выделение изо рта	4.6 directions/ instructions/ commands	*Ideally, the patient should be lying flat. However, bleeding or drainage from the mouth force you to correct the problem of choking by raising the head or turning the patient on his side.

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
prevent him from choking.	предотвратить душить-ся, задушиться		
D. Keep the person warm by covering him with whatever is available. Place the cover under as well as over him.	тепло, накрыть	4.6 directions/ instructions/ commands	
Do not overheat.	слишком разогреть		
E. If the person is able to take fluids by mouth, urge him to take as much as possible. Fluids with sugar or salt, orange juice, and carbonated drinks are good.	жидкость настаивать на сахар или соль апельсинный сок и газир-ованные воды	4.6 directions/ instructions/ commands	
F. Anaphylactic shock must be treated with medication. Epinephrine is the drug usually used. If available, oxygen should also be administered.	лечить лекарство, эпинефрин лекарство кислород	2.6 need 4.6 directions/ instructions/ commands	
G. Electrical shock must first be treated by breaking the contact between the person and the electrical source.	соприкосновение источник	2.6 need 4.6 directions/ instructions/ commands	
Then begin cardiopulmonary resuscita-	сердечно-лёгочное оживление		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
tion. If the person resumes normal breathing, keep him warm and lying quietly. Watch for signs of secondary shock.	признаки вторичного шока		
All cases of shock should require further medical treatment or hospitalization. What you do initially to treat shock may mean the difference between life and death.	случаи шока пребывание в больнице может спасти вам жизнь	1.2 state factual information 2.8 obligation	The student will demonstrate his ability to supervise trainee performance (EO C.7-4) and evaluate performance (EO C.7-5) after the demonstration of "treatment for shock."

LPM Functional Indices for "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communications
1.3 seek factual information	2.4.1 possibility	3.2.1 satisfaction	4.4 advice		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.5 warnings		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear	4.6 directions/ instructions/ commands		
	2.5.2 incapability	3.3.2 worry	4.7 corrections		
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.1 difficulty	3.10.1 importance			
	2.12.2 ease	3.10.2 unimportance/ indifference			
	2.13 belief/opinion				

Crit	English	Target Language: RUSSIAN
/x/	anaphylactic shock	анафилактический шок
/ /	anxious	беспокойный
/x/	back	спина
/x/	badly injured person	тяжело раненый
/x/	bleeding	кровотечение
/x/	blood pressure	кровяное давление
/x/	blood stream	кровеносные сосуда
/x/	bluish	синеватый
/x/	breathe	дышать
/ /	breathing	дыхание
/ /	carbonated drinks	газированные воды
/ /	cardiopulmonary resuscitation	сердечно-лёгочное оживление
/x/	cases of shock	случаи шока
/x/	chest	грудная клетка
/x/	choke	душиться
/x/	clammy	липкий
/x/	cold	холодный

Crit	English	Target Language: RUSSIAN
/ /	complain	жаловаться
/ /	complicated	осложнённый
/x/	contact	соприкосновение
/x/	dilated pupils	расширенные зрачки
/x/	drainage from the mouth	выделение изо рта
/ /	dreaminess	мечтательность
/x/	drug	лекарство
/ /	dull	тусклый
/ /	electric	электрический
/ /	elevated	поднятый
/ /	epinephrine	эпинефрин
/x/	eyes	глаза
/x/	face	лицо
/x/	faintness	дурнота
/ /	flat	распростёртый во всю длину
/x/	fluids	жидкость
/x/	head	голова
/x/	head injury	поражение головы

Crit	English	Target Language: RUSSIAN
[x]	heart attack	сердечный припадок
[ ]	hospitalization	пребывание в больнице
[x]	increase in temperature	повышение температуры
[x]	injuries	повреждения
[x]	irregular	неправильный
[x]	leg	нога
[x]	lie down	ложиться
[ ]	life-threatening	жизнеугрожающий
[ ]	lightning	молния
[x]	lung congestion	закупорка лёгких
[x]	may mean the difference between life and death	может спасти вам жизнь
[ ]	measures	меры
[x]	medication	лекарство
[ ]	mental sluggishness	умственная вялость
[x]	moist	влажный
[ ]	mottled blue skin	испещренная синяя кожа
[x]	nausea	тошнота
[x]	necessary	необходимо
[x]	non-traumatic	нетравматический
[ ]	orange juice	апельсинный сок
[x]	overheat	слишком разогреться
[ ]	overwhelming infection	подавляющее заражение
[x]	oxygen	кислород
[x]	pale	бледное
[x]	prevent	предотвратить
[x]	pulse	пульс
[x]	rapid (breathing)	учащенный
[x]	rapid (pulse)	быстрый
[ ]	restless	неугомонный
[x]	salt	соль
[x]	semiconsciousness	полубессознательность
[ ]	sepsis	сепсис
[ ]	septic shock	септический шок

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LPM Vocabulary Indices for TSO No. 91B.SF / C.7.03 / RU

X-70

Crit	English	Target Language: RUSSIAN
X	severe bleeding	профузное кровотечение
X	severe burn	глубокий ожог
X	severe coughing	сильный кашель
X	severe headache	сильная боль головы
X	shaking	холодовая дрожь
	shallow	поверхностный
X	shock	шок
X	shortness of breath	одышка (диспноэ)
	signs of secondary shock	признаки вторичного шока
X	skin	кожа
	soft	мягкий
	source	источник
X	suffer	страдать
X	sugar	сахар
X	symptoms of shock	симптомы шока, признаки шока
X	thirst	жажда
X	traumatic	травматический
X	treat	лечить
X	treatment of shock	лечение от шока
X	trouble	затруднение
	twitch	подёргивать
X	unconsciousness	бессознательность
	urge	настаивать на
X	vomit	извергать
X	warm	тёплый
X	weak	слабый
	weakness	слабость

TSO Map

TSO 91B.SF / C.7.03 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 (2) 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

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TERMINAL SKILL OBJECTIVE

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No. 91B.SF / C.7.04 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS	STATEMENT
Role: Instructor	The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face
Com Act: Demonstrates	situation on an individual or group basis the four lifesaving steps by: (1) identifying the four life-
Audience: Group/Individual	saving steps in order, and (2) demonstrating on a live model the procedures for clearing the air passage,
Topics: Lifesaving steps	stopping bleeding, treating for shock, and protecting wounds for the purpose of training medical
Purpose: Training medics	specialists.

CONDITIONS

PREPARATION TIME: 2 hours

Materials/Equipment: dictionary, technical terms, medical FM

PERFORMANCE TIME: 20 min.

Materials/Equipment: 1-5 persons acting as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present a lesson of lifesaving steps. He will be asked three questions on each lifesaving step. He must answer each question correctly.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
__ 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 91B.SF / C.7.04 / RU

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

Page 1 of 12

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Good day. My name is _____. I am your medical instructor. The lesson for today is to learn the following TASK:	ЗАДАНИЕ		The student will gain attention, motivate, and state the learning objectives. See EO C.7-1.
Apply the four life-saving measures	применять	4.6 directions/ instructions/ commands	Although this task is or can be accomplished as a "demonstration" by the 91B MOS holder, the Soviet current usage of verbs and medical phrases is noted extensively. This was done for this task because: (1) it is the highest priority training task required of 91B SF personnel; (2) it is usually the first task taught; and (3) most of the phrases and expressions that can be employed communicatively in this task are high frequency expression used throughout the 91B SF mission.
Clear the air passages	очищать дыхательный канал		
Stop the bleeding	прекратить кровотечение		
Treat for shock	лечить от шока		
Protect the wound	защищать рану, предохранять рану		
Let's take the following CONDITIONS. You be a simulated, conscious casualty with non-arterial bleeding from a leg or arm wound.	УСЛОВИЯ ЗАДАЧИ обусловленно пораженный пораженный в сознании неартериальное кровотечение ранение в ногу ранение в руку		
We have here a field first-aid dressing and a poncho.	полевая перевязка первой помощи	1.1 identify 1.2 state factual information	
Over here we have a training manikin. This casualty's wound	тренировочный манекен рана, ранение		

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
has stopped bleeding after we applied the field first-aid dressing and direct pressure. Like this. Let's say the casualty becomes unconscious, stops breathing, and has no heartbeat.	кровотечение непосредственное давление терять сознание преостановить дыхание нет пульсации сердца		The student will provide an overview of the procedures for the lifesaving step. (EO C.7-1, D.)
Now we must be able to reach the following STANDARDS: With our live friend here with the leg wound we must do the following things within five minutes:	НОРМЫ	4.6 directions/ instructions/ commands	The student will explain how evaluation of trainee performance will be conducted. He will describe the GO-NO GO standard. (EO C.7-1, E.)
Check the casualty's air passages.	проверьте дыхательный проход пораженного	4.6 directions/ instructions/ commands	
Stop the bleeding	прекратить кровотечение		
Treat for shock	лечить от шока		
Protect the wound	защищать рану		

TSO No. 91B.SF / C.7.04 / RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
With our manikin we must be able within twenty seconds to do these things:		4.6 directions/ instructions/ commands	The student will provide explanation (EO C.7-2) and model the behaviors in successful performance of the life-saving steps (EO C.7-3).
Clear the casualty's air passages. Begin to administer mouth-to-mouth respiration and closed-chest heart massage. We will continue this for three minutes.	оказывать дыхание рот в рот массаж сердца	4.6 directions/ instructions/ commands	
Now we shall start the TRAINING. The first lifesaving measure is to clear the air passages and restore breathing, and heartbeat if you have to.	ОБУЧЕНИЕ восстановить дыхание восстановить пульсацию сердца	4.6 directions/ instructions/ commands	The student must be able to provide simple definitions of each medical term, give examples and non-examples, and make comparisons, when necessary.
First, examine the casualty's mouth. Remove anything in there. Look for false teeth, mucus or vomitus. Artifical respiration	рот вставные зубы слизь рвота искусственное дыхание	4.6 directions/ instructions/ commands	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
or closed-chest heart massage may be necessary. Second, turn the casualty's head to the side so that it can drain.	дренировать рану дренирование раны		The presentation style as presented in this set follows closely the training methodology and organization in current use.
The second life-saving measure is to stop the bleeding.		1.1 identify 4.6 directions/ instructions/ commands	That is, statements of tasks, conditions, and standards are
First, look over the casualty	осматривать пораженного		given to the Guerilla personnel
to determine the location and seriousness of all wounds.	определять местоположение		by the 91B SF instructor. This sample is intended to show
Treat the most serious wound first.			that the "language learning"
Second, without touching the	соприкасаться		can also incorporate training
wound, take the clothing away			principles conforming to TRADOC
so that the wound is exposed.	обнаживать рану		guidelines.
Third, apply the field first-aid			
dressing like this. Don't		4.5 warnings	
contaminate the wound or contam-	заражать перевязку		
inate the dressing. Follow my	заражать рану		
instructions.	указания		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Fourth thing is elevate the wound, if possible. Use the casualty's helmet, pack, a rock, or anything. Just be sure you are not elevating a broken bone. Fifth, apply pressure with your hand over the bandage until the bleeding stops. If the pressure dressing is filled with blood, the bleeding is uncontrolled. A tourniquet is required. To stop the bleeding with a tourniquet:	поднимать, повышать подшлемник вещевой мешок кость с переломом, переломанная кость напирать, оказывать давление перевязка, повязка, бинт нажимная перевязка беспрепятственный турникет	4.6 directions/ instructions/ commands	The remainder of this scenario (pages 5 - 12) provide the content, key vocabulary, and language functions for providing explainations and demonstrations fo the lifesaving steps.
Place a loop of a sling or belt between the wound and the heart. Put it as close to the wound as possible. Put the tourniquet above the knee or elbow, since the wound is on the arm or leg.	петля от рогатки пояс сердце колено локоть	4.6 directions/ instructions/ commands	EO C.7-4 SUPERVISING STUDENT PERFORMANCE and EO C.7-5 EVALUATING PERFORMANCE are conducted in accordance with their functions breakdown. The same medical terms are used again.

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Next, tighten the tourniquet to stop the flow of blood.	затягивать турникет	4.6 directions/ instructions/ commands	
Bind the end of the sling or belt so that it will not come loose.	связывать		
Now put a "T" on the casualty's forehead using mud, grease pencil, or the like.	лоб грязь жирный карандаш	4.6 directions/ instructions/ commands	
Remember not to loosen or remove the tourniquet. This should be done only by trained medical personnel.	ослаблять турникет профессиональный медицинский личный состав	2.3.1 remembering 4.5 warning	
If an unconscious casualty must be left unattended, he should be placed on his stomach with his face to the side. This will keep the patient from choking to death on blood or other fluids.	пораженный без сознания без призора живот, желудок лицом на бок больной, заболевший душиться кровь жидкость	4.6 directions/ instructions/ commands	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The third life-saving measure is to treat for shock.			
The first thing you do is loosen tight clothing at the neck, waist, and feet. This makes circulation of the blood easier.	ослаблять тесную одежду шея пояс ноги циркуляция крови	4.6 directions/ instructions/ commands	
Second, lay the casualty on his back, and elevate the feet 10 to 15 centimeters. This also increases circulation and reduces strain on the heart.	спина увеличивать сокращать сердечное напряжение	4.6 directions/ instructions/ commands	
Third, warm the casualty by placing him or wrapping him in his poncho.		4.6 directions/ instructions/ commands	
Next assure the casualty by being calm and firm while applying first aid. If he asks how badly he is hurt, tell him you will	заверять пораженного оказывать первую помощь	4.7 corrections	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
get him to a doctor soon.	повезти к доктору		
The fourth life-saving measure is to protect the wound. You must protect the wound from contamination and further injury. The pressure dressing may be enough protection. But if a bone is broken, then you must put on a splint also.	заражение поражение травма лубок	4.6 directions/ instructions/ commands	
Now let's say that the casualty becomes unconscious, stops breathing, and has no heartbeat. You will have to give the casualty closed heart massage as well as artificial repiration immediately. This will keep up circulation and blood flowing to the brain.	мозг	2.4.1 possibility 2.8 obligation 4.6 directions/ instructions/ commands 1.2 state factual information	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
This is the way you do it. First put the casualty on a solid surface. Now kneel at a right angle to the casualty's chest so that you can use your weight to apply pressure on his breastbone. Place the heel of one hand on the lower half of the breastbone like this. Spread and raise your fingers so you can apply pressure without pressing the ribs. Place your other hand on top of the first. If the casualty is a child, just use one hand. If the casualty is an infant, just use your finger tips.	твердая поверхность становить на колени грудная клетка грудная кость пятка руки ребра ребенок, дитя младенец, ребенок	4.6 directions/ instructions/ commands	
Now you are ready to administer closed heart massage. Lean for-	сделать закрытый массаж сердца	4.6 directions/ instructions/ commands	

18-X

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
ward to bring your shoulders right above the casualty's breastbone. Press straight down so that the breastbone moves 1 and a half to 2 inches. Too much pressure may fracture the casualty's ribs. If it is a child or infant, press lightly.	плечи вызывать перелом	4.6 directions/ instructions/ commands	
Next release the pressure immediately, lifting the hands slightly.	ослаблять давление	4.6 directions/ instructions/ commands	
Now you need to administer mouth-to-mouth artificial respiration and closed heart massage: clear the air passages, tilt the casualty's head back . The head is in a chin-up position. Seal the nose like this.	искусственное дыхание в рот поварачивать голову назад положение "подбородок вверх"	4.6 directions/ instructions/ commands	
Take a deep breath, open your	сделать глубокий вздох		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
mouth wide, and make an airtight seal around the casualty's mouth.	раскройте рот сделайте воздухонепроницаемую изоляцию		
Blow three to five breaths.	выдохнуть ТРИ-ПЯТЬ выдохов	4.6 directions/ instructions/ commands	
Watch for the chest to rise. Then apply 15 closed heart massages and then two breaths. Continue this procedure until a second person comes to help.			
After a few minutes, check for pulse. Put your fingers on the neck or look for movement of the artery in his neck.	проверьте пульс	4.6 directions/ instructions/ commands	
If a weak, irregular pulse or no pulse,	слабый или аритмичный пульс		
elevate the legs about 10 centimeters.	поднять ноги пораженного	4.6 directions/ instructions/ commands	
Continue the heart massage and the mouth-to-mouth resuscitation	дыхание рот в рот		
until the casualty is able to breathe. You may have	дышать		

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TSO No. 91B.SF / C.7.04 / RU

NA 1 2 3 4 5 6 7 8 9 10

■ TSO

▱ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
to perform these resuscitative measures a long time.	оживляющие меры		The student will demonstrate his/her ability to supervise student performance (EO C.7-4), evaluate performance (EO C.7-5). The student will continue throughout the lesson to demonstrate his/her ability to provide communicative guidance (EO C.7-6).

LPM Functional Indices for "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communications
1.3 seek factual information	2.4.1 possibility	3.2.1 satisfaction	4.4 advice		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.5 warnings		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear	4.6 directions/ instructions/ commands		
	2.5.2 incapability	3.3.2 worry	4.7 corrections		
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.1 difficulty	3.10.1 importance			
	2.12.2 ease	3.10.2 unimportance/ indifference			
	2.13 belief/opinion				

X-85

Crit	English	Target Language: RUSSIAN
/ /	administer	делать, сделать
/x/	administer closed-heart massage	сделать закрытый массаж сердца
/ /	air passage	дыхательный проход
/x/	air passages	дыхательный канал
/x/	airtight seal	воздухонепроницаемая изоляция
/x/	apply	оказывать
/x/	apply first aid	оказывать первую помощь
/x/	apply pressure	напирать,оказывать давление
/x/	arm wound	ранение в руку
/x/	artificial respiration	искусственное дыхание
/x/	mouth-to-mouth artificial respiration	искусственное дыхание рот в рот
/x/	assure the casualty	заверять поражённого
/x/	back	спина
/x/	bandage	перевязка
/x/	belt	пояс

Crit	English	Target Language: RUSSIAN
/x/	bind	связывать
/x/	bleeding	кровотечение
/x/	blood	кровь
/x/	brain	мозг
/x/	breathe	дышать
/x/	broken bone	переломанная кость
/x/	check	проверить
/x/	chest	грудная клетка
/x/	check for pulse	проверьте пульс
/x/	child	ребёнок, дитя
/x/	chin-up position	положение "подбородок вверх"
/x/	choke	душиться
/x/	clear	очищать
/x/	circulation	циркуляция крови
/x/	conscious casualty	поражённый в сознание
/x/	contamination	заражение
/x/	contaminate the dressing	заражать перевязку
/ /		

Crit	English	Target Language: RUSSIAN
/X/	contaminate the wound	заражать рану
/X/	determine	определять
/X/	direct pressure	непосредственное давление
/X/	drain the wound	дренировать рану
/X/	elbow	локоть
/X/	elevate	поднимать
/X/	elevate the legs	поднять ногу
/X/	examine the casualty	осматривать поражённого
/X/	expose the wound	обнаживать рану
/ /	false teeth	вставные зубы
/X/	face	лицо
/X/	fluids	жидкость
/X/	forehead	лоб
/X/	fracture	вызывать перелом
/X/	grease pencil	жирный карандаш
/X/	head	голова
/X/	heart	сердце
/X/	heart massage	массаж сердца
/X/	heel of the hand	пятка руки
/X/	helmet	подшлемник
/X/	increase	увеличивать
/X/	infant	младенец, ребёнок
/X/	injury	поражение, травма
/X/	instructions	указания
/X/	irregular pulse	аритмичный пульс
/X/	knee	колено
/X/	kneel	становиться на колени
/X/	leg wound	ранение в ногу
/X/	location	местоположение
/X/	loop of a sling	петля от рогатки
/X/	loosen tight clothing	ослаблять тесную одежду
/X/	loosen a tourniquet	ослаблять турникет
/X/	lose consciousness	терять сознание
/X/	medical personnel	медицинский личный состав

X-87

Crit	English	Target Language: RUSSIAN
X	mouth	рот
X	mouth-to-mouth respiration	дыхание рот в рот
X	mucus	слизь
X	mud	грязь
X	neck	шея
X	no heartbeat	нет пульсации сердца
X	non-arterial	неартериальное кровотечение
X	open your mouth wide	раскройте рот
X	pack	вещевой мешок
X	patient	больной, заболевший
X	pressure dressing	нажимная перевязка
X	protect the wound	защищать рану
X	protect the wound	предохранять рану
X	release pressure	ослаблять давление
X	reduce	сокращать
X	restore heartbeat	восстановить пульсацию сердца
X	restore breathing	восстановить дыхание
X	resuscitative measures	оживляющие меры
X	rib	ребро
X	shoulders	плечи
X	simulated casualty	обусловленно поражённый
X	solid surface	твёрдая поверхность
X	splint	лубок
X	stomach	живот, желудок
X	stop breathing	преостановить дыхание
X	stop the bleeding	прекратить кровотечение
X	strain on the heart	сердечное напряжение
X	take a deep breath	сделать глубокий вздох
X	take to the doctor	повезти к доктору
X	tighten a tourni-quet	затягивать турникет
X	tilt back	поворачивать назад
X	touch	соприкасаться
X	tourniquet	турникет
X	trained	профессиональный

LPM Vocabulary Indices for TSO No. 91B.SF / C.7.04 / RU

Crit	English	Target Language: RUSSIAN
X	trained	профессиональный
X	training manikin	тренировочный манекен
X	treat for shock	лечить от шока
X	unattended	без призора
X	uncontrolled	беспрепятственный
X	vomitus	рвота
X	weak	слабый
X	wound	рана, ранение

Crit	English	Target Language: RUSSIAN

X-89

TSO Map

TSO 91B SF / C 7 04 / RU

M.01

X-90

RECOMMENDED TRAINING SEQUENCE

NA (1) 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See TSO 91B.SF/C.7.04/RU

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

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TERMINAL SKILL OBJECTIVE

No. 91B.SF /C.7.05 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Instructor	The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face
Com Act	Demonstrates	situation on a group or individual basis how to create an emergency airway by: (1) describing the signs
Audience	Group/Individual	that indicate an emergency airway is needed, (2) describing the procedures for creating an emergency airway,
Topics	Emergency airway	and (3) demonstrating on a dummy the procedures for creating an emergency airway for the purpose of training
Purpose	Training medics	medical specialists.

CONDITIONS

PREPARATION TIME: 2 hours

Materials/Equipment: dummy, technical terms, dictionary, medical FM

PERFORMANCE TIME: 20 min.

Materials/Equipment: dummy, and 1-5 persons acting as trainees

REGISTER

Speech	Print
x techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will describe the signs, the step-by-step procedures, and demonstrate on the dummy. The student will ask questions and provide corrective feedback for incorrect responses.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
__ 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

16-X-91

TSO No. 91B.SF / C.7.05 / RU

NA 1 2 3 4 5 6 7 8 9 10

■ TSO

☐ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
EMERGENCY AIRWAY	аварийный дыхательный проход	2.8 obligation	This scenario begins with the content/context required for EO C.7-2.
I. Establishing an emergency airway must be done efficiently and quickly. Respirations must be restarted within minutes to prevent brain damage or death.	дыхание восстановить повреждение мозга или даже смерть		The student will begin the lessons by gaining attention, motivating, and stating learning objectives according to EO C.7-1.
II. Indications for emergency airways:	указатели	1.1 identify 1.2 state factual information	
A. Respiratory obstruction often requires establishing an emergency airway.	закупорка дыхательного прохода		
1. This obstruction may be caused by foreign objects (food, trinkets), vomitus, mucus, or water (from drowning). Swelling of vocal cords, injury to head or neck or swallowing the tongue may cause obstruction.	инородные тела пища, безделушки рвота, слизь голосовые связки ранение в голову или шею глотание языка	2.9.1 possibility 1.2 state factual information	
2. Signs and symptoms of airway obstruction:	признаки и симптомы закупорки дыхательного канала	1.1 identify 1.2 state factual information	
a. Early stage signs and symptoms are difficulty in breathing,	затруднённое дыхание		

■ TSO

□ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
rapid pulse, mild dizziness,	быстрый пульс, лёгкое головокружение		
bulging eyes, chest pain and	глаза навыкате, боль в грудной клетке		
facial mottling (bluish red) If	испещрение лица	2.4.1 possibility	The student must be able to provide simple definitions of all medical terms, give examples and non-examples, and make comparisons when necessary.
partially obstructed, there may			
be some air escaping from the	изо рта		
mouth.			
b. Complete obstruction may cause	полная закупорка	2.4.1 possibility	
dusky-colored nail beds, bluish	синеватая кожа		
skin, dilated pupils, very ir-	расширенные зрачки		
regular respirations or no res-	неправильное дыхание		
pirations, sucking in of the	всасывание		
chest muscles, or unconsciousness.	мышцы грудной клетки бессознательность		
3. If the cause of the obstruction can-	причина	4.6 directions/ instructions/ commands	
not be removed by manual means,	удаление вручную		
specially designed tongs, Heimlich	специально сконструированные щипцы		
maneuver, or mouth-to-mouth respira-	дыхание рот в рот		
tion, a tracheotomy must be performed.	трахеотомия сделана		
A tracheatomy is the procedure of	процедура		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
opening the trachea surgically. An incision is made just below the larynx (voice box). Preferably, a hollow tube would be inserted to keep the opening potent. Usually the procedure is carried out by a skilled professional with appropriate equipment. A trocar, a hollow pointed tube with removable inner part, may be supplied in an emergency kit. In dire emergencies tracheotomy may be done with any sharp pointed object. Further medical help is imperative immediately.	трахея хирургически разрез гортань пустая трубка вставить отверстие, сильно действующий квалифицированный специалист подходящее оборудование троакар пакет первой необходимости острый предмет медицинская помощь необходима немедленно	1.1 identify 1.2 state factual information 4.6 directions/ instructions/ commands	The student will demonstrate the procedures for doing a tracheotomy following the communicative steps in EO C.7-3.
B. When respirations cease or are too shallow to be effective, another type	прекратить мелкий эффективный	2.4.1 possibility	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
of emergency airway may be used to start artificial respiration. Drowning, electric shock, cardiac arrest, smoke inhalation, and drug or chemical poisoning may cause respirations to cease.	искусственное дыхание, "утопление", электрический шок , внезапное приостановление сердечных функций, ингаляция дыма, медикаментозное или химическое отравление		
1. There are many commercial airways. The most common is the Safar or "S" tube.	"S"-образная трубка	1.1 identify 1.2 state factual information	
2. Procedure for inserting "S" tube:	вставление	4.6 directions/ instructions/ commands	The student will demonstrate the procedures for inserting and "S" tube according to the communicative requirements in EO C.7-3.
a. The person is placed on his back with head tilted backward.	наклоняться назад		
b. The mouth is cleared of any foreign material.	очистить инородное тело	4.6 directions/ instructions/ commands	To adequately perform the TSO, the student will demonstrate his mastery of EO C.7-4 "Supervising Student Performance," and EO C.7-5 "Evaluating Performance."
c. The "S" tube is inserted into the person's mouth, making sure the tongue is not pushed back.		4.6 directions/ instructions/ commands	
d. Now the tube can be used to institute artificial respiration.	применить искусственное дыхание	4.6 directions/ instructions/ commands	

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LPM Functional Indices for "DEMONSTRATES"

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1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communications
1.3 seek factual information	2.4.1 possibility	3.2.1 satisfaction	4.4 advice		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.5 warnings		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear	4.6 directions/ instructions/ commands		
	2.5.2 incapability	3.3.2 worry	4.7 corrections		
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.1 difficulty	3.10.1 importance			
	2.12.2 ease	3.10.2 unimportance/ indifference			
	2.13 belief/opinion				

LPM Vocabulary Indices for TSO No. 91D.SF / C.7.05 / RU

Crit	English	Target Language: RUSSIAN
/x/	airway obstruction	закупорка дыхательного канала
/x/	artificial respiration	искусственное дыхание
/x/	bluish skin	синеватая кожа
/x/	brain	мозг
/x/	cardiac arrest	внезапное приостановление сердечных функций
/x/	cause	причина
/x/	cease	прекратить
/x/	chemical poisoning	химическое отравление
/x/	chest muscles	мышцы грудной клетки
/x/	clear	очистить
/x/	complete obstruction	полная закупорка
/x/	damage	повреждение
/x/	death	смерть
/x/	difficulty in breathing	затрудённое дыхание
/x/	dilated pupils	расширенные зрачки
/x/	drowning	"утопление"
/x/	drug poisoning	медикаментозное отравление
/x/	effective	эффективный
/x/	electric shock	электрический шок
/x/	emergency airway	аварийный дыхательный проход
/x/	emergency kit	пакет первой необходимости
/x/	facial mottling	испещрение лица
/x/	food	пища
/x/	foreign material	инородное тело
/x/	foreign objects	инородные тела
/x/	from the mouth	изо рта
/x/	head	голова
/x/	hollow tube	пустая трубка
/x/	larynx	гортань
/x/	incision	разрез
/x/	indicator	указатель
/x/	injury	ранение
/x/	irregular respirations	неправильное дыхание
/x/	insert	вставить

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Crit	English	Target Language: RUSSIAN
☒	inserting	вставление
☒	institute	применить
☒	mild dizziness	лёгкое головокружение
☒	medical help	медицинская помощь
☒	mouth-to-mouth respiration	дыхание рот в рот
☒	mucus	слизь
☒	neck	шея
☒	object	предмет
☒	obstruction	закупорка
☒	prevent	предотвратить
☒	procedure	процедура
☒	rapid pulse	быстрый пульс
☒	respirations	дыхание
☒	restart	восстановить
☒	signs and symptoms	признаки и симптомы
☒	shallow	мелкий
☒	sharp	острый
☒	skilled professional	квалифицированный специалист
☒	smoke inhalation	ингаляция дыма
☒	"S"-shaped tube	S-образная трубка
☒	sucking in	всасывание
☒	surgically	хирургически
☒	swallowing the tongue	глотание языка
☒	tilt backward	наклонять назад
☒	tongs	щипцы
☒	trachea	трахея
☒	tracheotomy	трахеотомия
☒	trinkets	безделушки
☒	trocar	троакар
☒	unconsciousness	бессознательность
☒	vocal cords	голосовые связки
☒	vomitus	рвота
☐		
☐		
☐		
☐		

TSO Map

TSO 91B.SF / C.7.05 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 2 (3) 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.05/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

INTRODUCING THE DEMONSTRATION
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7/6.2
Explain evaluation
2.5.1/2.5.2/2.8/3.10.1

PROVIDING EXPLANATION
Issue warnings and cautions
4.5/2.4.1
Identify parts and label them
1.1/1.2
Identify steps in a procedure
1.1/1.2/4.6/6.2

DEMONSTRATING
Make comments on modeled actions
2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6
Make comments on procedures
2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6

SUPERVISING STUDENT PERFORMANCE
Answer questions
1.1/1.2/4.6/4.4/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction
3.2.1/4.1/4.4/4.7

EVALUATING PERFORMANCE
Ask questions
1.3/2.5.1/2.11
Express approval/disapproval
3.9.1/3.9.2
Provide assessment
1.1/1.2/3.2.1/3.2.2/4.7

PROVIDING GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2
Acknowledge emotional attitudes
3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

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ENABLING OBJECTIVE C.7.1 INTRODUCING THE DEMONSTRATION

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING THE DEMONSTRATION		SALUTATION/INTRODUCTION - INCLUDE JOB TITLE
A. Gain attention		
The student will gain attention using the following functions:		The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.
6.1.1 interrupt	6.1.1: 1/4/6	The student must have command of a number of stock phrases such as:
5.5.1 introduce oneself	5.5.1:	
3.7 express intention	3.7: 2/3/4/5/6/8	"May I have your attention, please."
6.2 sequence communication	6.2: 1/2/3/5/6	"If everyone is ready, let's get started."
6.3 refocus or adjust communication	6.3: 2/4/7/8	The student will employ with automatice fluency such instructional introductions as:
B. Motivate		"The objectives for this session are as follows."
The student will motivate the aduience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:		"There are three objectives for this lesson."
		"At the end of this session, you should be able to do three things."
2.6 need	2.6: 1/2/3/4/7	"Given_____, you should be able to _____."
2.8 obligation	2.8: 2/3/4/5/7/9/10/11	
3.10.1 importance	3.10.1: 1-7	
4.1 suggest	4.1: 2/4/5/6/7/10 2/4-7/10	

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "DEMONSTRATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
C. State learning objectives		
The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		The student must be able to verbally state learning objectives in action hands-on terms in the target language.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
D. Provide overview of activities and/or procedures	1.3: 1-5	
The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:		This overvie works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: 1/16	
1.2 state factual information	1.2: 1/2	
3.7 intention	3.7: 2/3/4/5/6/8	
6.2 sequence communication	6.2: 1/2/3/5/6	
E. Explain evaluation		
The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the aduience (learners). It is explained as an obligation on the part of the presenter and the learner.		The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.
2.8 obligation	2.8: 2/3/4/5/7/9/10/11	
2.5.1 capability	2.5.1: 1/2/3-8/10-12	

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ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1-9	
3.10.1 importance	3.10.1: 1-7	

ENABLING OBJECTIVE C.7-2 PROVIDING EXPLANATION

RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING EXPLANATION		
A. Issue warnings and cautions		
The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions:		Safety is a required procedure.
4.5 warnings	4.5: 2-10	
2.4.1 possibility	2.4.1: 2/3/7/8	
B. Identify parts and label them		
The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions:		Training aids, labeled diagrams are often most helpful here.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
C. Identify steps in a procedure		
The student will list in order the steps in the procedure to be learned using functions:		
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
4.6 directions/instructions/commands	4.6: 1-5	
6.2 sequence communication	6.2: 1/2/3/5/6/7	

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ENABLING OBJECTIVE C.7-3 DEMONSTRATING

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEMONSTRATING		
A. Make comments on modeled actions		
During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions:		Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions. Often the explanation and demonstration can be combined as one activity.
2.3.1 remembering	2.3.1: 1-11	
2.3.2 forgetting	2.3.2: 1-6/9/10	
2.6 need	2.6: 1/2/3/4/7	
3.10.1 importance	3.10.1: 1-7	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
B. Make comments on the procedures		
The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions:		
2.3.1 remembering	2.3.1: 1-11	

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting	2.3.2: 1-6/9/10	
2.6 need	2.6: 1/2/3/4/7	
3.10.1 importance	3.10.1: 1-7	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	

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ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "DEMONSTRATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
SUPERVISING STUDENT PERFORMANCE		
A. Answer questions		
The student will answer questions requesting information, clarification, or guidance by using functions:		Be sure to allot plenty of time for student practice.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
4.6 directions/instructions/commands	4.6: 1-5	
4.4 advice	4.4: 3-13	A checklist or step-by-step chart is a useful instructor tool during supervision.
4.7 corrections	4.7: 2-6/9/10	
B. Acknowledge emotional attitudes		
The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions:		
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.10.1 importance	3.10.1: 3-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
C. Provide supportive correction		
The student will make supportive corrections of learners' performance of the task using functions:		It is important to correct the learner in ways that build confidence.
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggestions	4.1: 2/4/5/6/7/10	
4.4 advice	4.4: 3-13	
4.7 corrections	4.7: 1-10	

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ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
EVALUATING PERFORMANCE		
A. Ask questions		
The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:		Require the student work independently. Use an evaluation checklist.
1.3 seek factual information	1.3: 1-5	Remember! Student performance is a measure of validity of instruction.
2.5.1 capability	2.5.1: 1-4/6/7/8/10/11/12	
2.11 awareness	2.11: 2	Usually instructor will ask student about error made such as:
		"What function does that part have?"
B. Express approval/disapproval		
The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:		
3.9.1 approval	3.9.1: 1-5	Review basic content and essential steps.
3.9.2 disapproval	3.9.2: 1-4	Remotivate the learner.
C. Provide assessment		
The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:		

ENABLING OBJECTIVE C.7-5 EVALUATING PERFORMANCE

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SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	
4.7 corrections	4.7: 1-10	

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ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "BRIEFS", "DEMONSTRATES, and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
A. Encourage questions		
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: 1-4	
B. Answer questions		
The student will answer factual questions using functions:		, wering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual questions	1.2: 1/2	In thought and opinion questions, introductory phrases should be learned such as:
2.10.2 affirmation/confirmation	2.10.2: 1/4-7	"It is possible that..."
4.7 corrections	4.7: 1-10	"We found it can be done for the following reasons."
The student will answer questions requiring the expression of thoughts or opinions by using:		
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
2.12.1 difficulty	2.12.1: 1-3/6-10/12/14	

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1-8	
2.13 belief/opinion	2.13: 1-12	
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.6 preference	3.6: 1-5/8	
4.7 corrections	4.7: 1-10	
C. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasuring/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.5 surprise	3.5: 2-11	
3.2.1 satisfaction	3.2.1: 5-9/11/13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

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ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
D. Provide supportive correction; recommend; caution		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggests	4.1: 2/4-7/10	
4.2 requests	4.2: 2/3/5/6/8/10-12/14/15	
4.5 warnings	4.5: 2-10	
4.7 corrections	4.7: 1-10	